



<http://schoolimprovement.ode.state.or.us/Assets/SSSI/images/RTI-Banner-1.jpg>

Tara and Jennah's  
remarkable presentation

# WHAT IS RTI?

- \* “ With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities” (American Institutes for Research, 2007).

# History

- \* The publication A Nation at Risk (1983) initiated a focus on how to improve student performance in public schools (Education Evolving, 2005, p. 3).
- \* We currently use the standards of identifying students that are considered “at risk” from the late 1970’s (Education Evolving, 2005, p. 3).

# The need for change...

Concerns About the IQ-Discrepancy Model	RTI's Solutions
Assessments do not always discriminate between disabilities and the results of inadequate instructional strategies.	The likelihood that inadequate instruction is a cause of learning difficulties decreases.
Bias can result in the misidentification of students.	Bias inherent in the referral and assessment process decreases.  Identification is based on actual classroom performance (i.e., progress monitoring data).
Students first must fail in order to qualify for special education services.	Fewer students struggle before receiving help.  The amount of time that students struggle is significantly decreased.
Results from assessments do not inform the instructional process.	The progress monitoring data aid in placement decisions and may be used to inform and evaluate the instructional process.
Many students do not meet the discrepancy criteria but would still benefit from early identification and support to remediate their skills.	Students who are struggling academically receive immediate support and intervention.

MATERIALS CREATED BY THE IRIS CENTER ([HTTP://IRIS.PEABODY.VANDERBILT.EDU](http://iris.peabody.vanderbilt.edu)) FOR THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION'S IDEA PARTNERSHIP, SPONSORED BY THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS, 2007

# IDEA

## Individuals with Disabilities Education Act

- \* 2004 amendments criticizes the IQ model and insisted states start using scientific, researched based strategies for identification.
- \* In turn, districts can use 15% of their federal special education funding to implement the services.

(Burns, M. et al., 2008, p. 263)

# What does Research Based mean?

- \* not defined in IDEA
- \* but is found in NCLB Act of 2001

# NCLB Act 2004

## states that “scientific, research-based interventions”...

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (20 U.S.C 6368).

(Burns, M. et al., 2008, p. 264)

# What does it look like?

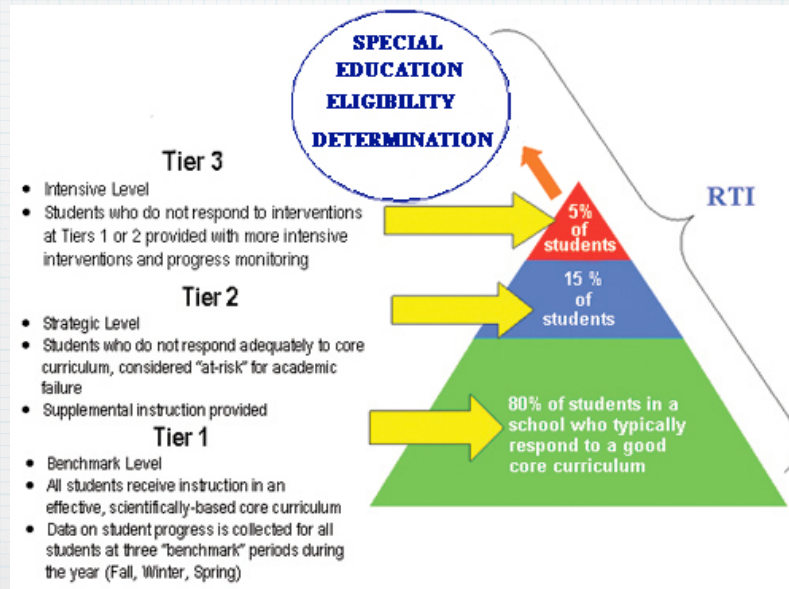


Chart is from: Lehigh University's Center for Promoting Research <http://www.lehigh.edu/education/wm3/rti/rti.htm>



# Universal Screening

- \* done for all students 1-3 times per year to determine placement.
- \* multiple forms of testing (research-based) to determine eligibility, i.e. NWEA, NECAP, previously MEA, DRA, PSAT, SAT, Ascend math program...others?

# Tier 1

- \* high quality instruction in a regular classroom setting
- \* continuous monitoring of struggling participants to check on growth
- \* most students will respond to this tier
- \* struggling students should be in tier 1 for 8 weeks maximum before going to tier 2

## Tier 2

- \* Struggling students get additional support. This can be in or out of class.
- \* Progress monitored, if standard is met, they continue in only Tier 1.
- \* Should be a limited time--between 8-12 weeks (Johnson and Smith, 2008, p. 49).
- \* If there is still problems, they progress to Tier 3.

## Tier 3

- \* parental consent needed
- \* More intensive individualized instruction.
- \* Must have gone through Tier 1 and 2 with little to no gains.
- \* May be general ed or special ed but...

# Maine Special Education Implications

- \* those that do not respond to the interventions in tier 3 are then considered for special education eligibility according to IDEA
- \* data collected in 1,2,and 3 are included in making the eligibility decision
- \* Parents can ask at any point for special education testing

(National Center For Learning Disabilities, 2006)

# Special Ed. Continued...

- \* "If, at any point during the RTI process a student is suspected of having a disability and needs special education services to be successful, then the school is required to conduct an individual evaluation in accordance with IDEA procedures and timelines (60 calendar days or the timelines established by the state)" (Burns, M. et al., 2008, p. 265).
- \* State of Maine is 45 school days

# RTI in Elementary

- \* majority of implementation models are for early elementary grades

# RTI in Secondary Schools

interventions could include:

- \* study guides
- \* graphic organizers
- \* peer tutoring
- \* common sense practices =)



# Ethics?

- \* eliminates the problem of the deficit being from instruction/exposure rather than ability
- \* gives multiple opportunities to show progress
- \* less discriminatory (eliminating biases)
- \* helps ALL students, not just those identified as LD

# Troubles...

- \* strategies for parent involvement are needed...heavily reliant on the parents understanding and being part of the process.
- \* data validity
- \* how is intervention determined "successful"
- \* More hoops to jump through for LD diagnosis

# A messy mix of a few philosophies...

- \* Essentialism: NCLB, State mandated testing
- \* Progressivism: not all students learn the same way
- \* Perrenialism: a focus to teach the constants
- \* Do you see others?

# Troubles with implementation

- \* At what cost? Grouping and regrouping could mean changes in structure.
- \* Staff Commitment
- \* What if a student is in Tier 3...are they always there?
- \* Like any change, if steps aren't taken appropriately, it has the potential to fail.
- \* Is the school ready?

# Is your school ready?

\* [http://  
www.rtinetwork.org/  
Professional/Podcasts](http://www.rtinetwork.org/Professional/Podcasts)

# References

American Institutes for Research. (2007). *National Center on Response to Intervention*. Retrieved July 17, 2009 from <http://www.rti4success.org>

Center for Promoting Research to Practice. (2008). *Project MP3*. Retrieved July 17, 2009 from <http://www.lehigh.edu/education/mp3/rti/rti.htm>

RTI Action Network. (2009). *George Batsche: Advice for School Districts Beginning to Implement RTI*. Retrieved July 19, 2009 from <http://www.rtinetwork.org/Professional/Podcasts>

Burns, M., Jacob, S., and Wagner, A. (2007). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. [Electronic Version] *Journal of School Psychology*, 46, 263–279.

Noddings, N. (2007). *Philosophy of Education*. (2nd ed.). Boulder, CO: Westview Press.

Education Evolving. (2005). *An Alternative to Traditional Eligibility Criteria for Students with Disabilities*. Retrieved July, 18, 2009 from [www.educationevolving.org](http://www.educationevolving.org).

National Center For Learning Disabilities. (2006). *A Parent's Guide to Response-to-Intervention*. Retrieved July 19, 2009 from <http://www.maine.gov/education/rti/resources/index.html>

Johnson, E., Smith, L. (2008) Implementation of response to intervention at middle school. *Council For Exceptional Children*, 40, 46-52.